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ABSTRACT

This guide, created for Groundhog Job Shadow Day (GJSD), held on February 2, 1999, provides structured activities for both the classroom and the job site to help students understand the importance and the relevance of their education and see firsthand the range of knowledge, skills, and teamwork that the workplace demands. In addition, the activities will help students gather information that may assist them in making decisions about pursuing a career that interests them. The following materials are included in the six sections of the guide: (1) guidelines for having a successful GJSD; (2) frequently asked questions about GJSD; (3) understanding the roles of job shadow participants; (4) advance preparation for GJSD--activities and materials; (5) onsite activities and materials; and (6) post-GJSD activities and materials. (KC)

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How to Have a Successful Groundhog Job Shadow Day

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Groundhog Job Shadow Day!™

Junior Achievement

School To Work Opportunities

THANK YOU FOR YOUR PARTICIPATION!

Dear Job Shadow Partner,

On February 2, 1999, we will be celebrating Groundhog Job Shadow Day (GJSD), a day dedicated to giving young people across America Job Shadowing experiences. Job Shadowing enables kids to shadow a workplace mentor as he or she goes through a normal day on the job, providing an up-close look at how the skills learned in school are put into action in the workplace.

Whether you're a participating employer, educator, volunteer or event coordinator, this guide outlines the activities and materials you will need to make your GJSD beneficial to all who participate. Everything can be easily copied for distribution or customized for your state or community. The guide is also available on the Internet at www.jobshadow.org. For Junior Achievement participants, more detailed guidelines that will help you meet your organization's specifications will be provided at this same address.

Following the enormous success of GJSD '98, which surpassed all goals to provide more than 125,000 kids with Job Shadowing experiences, we hope to make this year's event an even greater success. Our goal is to provide half a million students across America with Job Shadowing experiences.

Just a few short hours are all it may take to open a window into the world of work for America's young people. It can begin to provide them with the knowledge and skills they will need to achieve their dreams.

Thank you in advance for your contribution to making this year's event our most successful effort to date. We hope to share your experiences to ensure that the program continues to improve and better serve all who participate. Most of all, we look forward to having a great day that is fun for everyone involved.

Sincerely,

America's Promise

National School-to-Work Opportunities Office

Junior Achievement

American Society of Association Executives

THE JOB SHADOW GUIDE

Whether you are a participating employer, educator, volunteer or event coordinator, participating in Job Shadowing is easy and fun. Through the carefully structured activities provided in this guide for both the classroom and the job site, students will better understand the importance and the relevance of their education and see firsthand the range of knowledge, skills and teamwork that the workplace demands. In addition, they will gather valuable information that may assist them in making decisions about pursuing a career that interests them. Adapt and modify the suggested activities to meet your local needs.

All of the materials referenced throughout are provided in this guide and organized by participant group. We have designed these materials so you can easily remove and copy them for distribution or customization. If students complete all of their materials, they can be better placed according to their professional interests. A written record of their experiences will also help schools and businesses to continue to improve their Job Shadow efforts.

Good luck and have a great day!

THE COALITION'S MISSION

Groundhog Job Shadow Day is an initiative dedicated to engaging students in the world of work.

Groundhog Job Shadow Day:

- Demonstrates the connection between academics and careers, exciting students to learn by making their classwork more relevant.
- Builds community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduces students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.
- Encourages an ongoing relationship between young people and caring adults.

The Coalition's Goal
To provide half a million school-aged kids with Job Shadowing experiences.

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INTRODUCTION: GUIDELINES FOR HAVING A SUCCESSFUL GJSD

GJSD can provide experiences that are as unique as every person who participates. For the student who's never understood the point of school, GJSD can show how education can be translated into a rewarding and financially secure future. For the teacher looking for new ways to motivate students, it can provide a fun and unusual hands-on experience that answers the question, "Why do I have to learn this?" For those in the workplace, GJSD can help forge personally satisfying connections with young people that could ultimately contribute to building a more prepared and focused workforce of tomorrow.

GJSD comprises several components, built around a half-day visit to a job site in the private, non-profit or government sector. Each student should have the opportunity to tour a job site, "shadow" an employee for at least two hours and participate in some workplace activities.

GJSD is a natural partnership between the classroom and the workplace. Before the day, teachers should lead their classes in activities that will prepare them for their visit. At the job site, the Workplace Coordinator should oversee the logistics of the day, and employees should serve as Workplace Hosts, conducting activities with students that demonstrate job skills and education requirements. After the site visit, the teacher should reinforce the program's learning objectives in the classroom.

Prepare First

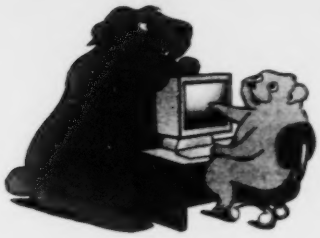
- Review the GJSD guide to structure your day
- Make the Job Shadow experience available to ALL students, no matter what their academic standing
- If you are the participating employer, help your employees understand and prepare for their role in Job Shadowing
- If you are the participating school:
  - > help teachers/school coordinators understand the Job Shadowing process
  - > provide student transportation to and from the job site
  - > make sure that students have all materials and complete preliminary activities well before Job Shadow Day so that they get the most out of the experience

Foster Partnerships to Strengthen Your Efforts

If you are affiliated with one of the member organizations of the GJSD Coalition (AP, STW, JA, ASAE) or with other organizations committed to GJSD, we encourage you to work with these GJSD partners to maximize your Job Shadow efforts. Teaming up gives you the opportunity to:

- Increase the number and variety of Job Shadow experiences for students and businesses in your community
- Tap into a much broader array of resources, enabling you to share the work, costs and responsibility that go into organizing any event
- Attract more media interest in your efforts as a larger cross section of your community becomes involved
- Ensure sustainability – as more people become involved, popular demand for the event will make your efforts easier with each passing year

Remember: Partnership is what will make GJSD '99 a success!



FREQUENTLY ASKED QUESTIONS ABOUT GJSD

Q. How did Job Shadowing begin?

A. Groundhog Job Shadow Day was first conducted by the Boston Private Industry Council in 1996 as part of its School-to-Work effort. This successful event was repeated throughout the Southeast in 1997, when BellSouth sponsored Job Shadow Day as a component of its School-to-Work effort. In 1998, America's Promise, the National School-to-Work Opportunities Office, Junior Achievement and the American Society of Association Executives created a coalition to encourage national participation, and their goals were far exceeded: more than 125,000 students were matched with workplace mentors. For 1999, the coalition has increased its goal to providing at least half a million students with this experience.

Q. Does getting involved in GJSD take a lot of time? I'm very busy.

A. No! Whether you are an educator, employer, employee or volunteer, participating in GJSD is easy, and may only take a few short hours of your time. This guide provides the activities and materials you will need to make your GJSD beneficial to everyone who participates.

Q. I'm interested in participating. Now where do I get my "shadow"?

A. If you want students to come to your place of work OR if you have students who would like a shadowing experience, contact your local Junior Achievement or School-to-Work Office (see website for contacts). In most areas, these groups will be available to help assign students and organize transportation. In the event that your community is not covered by one of these organizations, you can get students involved by directly contacting your local school of choice, using this guide to work with the school in the planning of your day.

Q. What are the benefits of Job Shadowing?

A. Job Shadowing can give young people a new perspective on their studies, because it shows them a number of choices for their future. Students also become more academically motivated after experiencing Job Shadowing because they are better able to grasp the connection between school and careers. Job Shadowing also introduces students to the requirements of professions and industries, building a more prepared workforce for the 21st century.

Q. Does Job Shadowing encourage kids to get jobs rather than go on to college?

A. On the contrary – students become inspired to attend college after observing people in the workplace. They learn that their career goals require hard work and usually some form of higher education. They also gain a firsthand understanding of the relevance of academics to the professional world.

UNDERSTANDING THE ROLES OF JOB SHADOW PARTICIPANTS

Role of the Workplace Coordinator

(Employee who oversees logistics of his/her workplace's involvement in GJSD)

- Acts as the link between all program partners
- Recruits and provides orientation to employees who are interested in serving as Workplace Hosts
- Works with one or more teachers or administrators at participating schools
- Provides access to appropriate work spaces, departments and equipment
- Provides schools with general background information on the workplace and assistance with lunch and transportation arrangements, dress codes and safety issues
- Coordinates on-site evaluation exercises for all participants
- Seeks internal publicity at the workplace for GJSD
- Monitors quality of GJSD experiences through ongoing evaluation
- Collects Workplace Host and Teacher Evaluation Forms and shares them with interested parties
- Provides overall energy and enthusiasm to make it all work!

Role of the Workplace Host

(Employee who will be shadowed)

- Shows a desire to work with students and introduces them to the positive aspects of work
- Has ability to communicate openly and in a non-judgmental fashion with students
- Wants to invest in a student's current and future career path
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds
- Is capable of linking learning to earning
- Is willing to spend approximately one hour reviewing materials and planning in preparation for the day
- Is willing to dedicate part of the workday to the student and remain fully available to that student during the visit
- Gives visiting students explanations of workplace safety and security policies and procedures
- Helps students understand skills needed for the job
- Demonstrates and explains effective work methods
- Completes a Workplace Host Evaluation Form upon the conclusion of the visit

Role of the Student

- Demonstrates desire to explore career options, personal skills, attributes
- Willing to develop a personal action plan to improve education and skills
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds
- Participates in preparatory activities conducted by the school or workplace
- Follows all safety and security policies and procedures of the employer
- Actively participates in activities structured by the Workplace Host

Role of the Teacher or School Coordinator

- Identifies interested students
- Provides the Workplace Coordinator with descriptions of participating students, including their special needs and interests and courses of study
- Teaches students a selection of pre- and post-job site activities that are provided in this guide
- Adjusts class schedules when necessary
- Collects Parent/Guardian Consent Form and Medical Authorization
- Attends orientation session (optional)
- Arranges student's transportation to work site
- Accompanies students to site or manages supervision
- Joins a Workplace Host for the Job Shadow experience (optional)
- Follows all workplace safety and security policies and procedures
- Completes a Teacher Evaluation Form and returns it to the Workplace Coordinator

ADVANCE PREPARATION FOR GJSD-ACTIVITIES AND MATERIALS

PREPARING ALL PARTICIPANTS FOR JOB SHADOWING

Suggestions for Preparation of Workplace Coordinators

1. Workplace Coordinators should review the Workplace Coordinator Checklist to prepare themselves for all phases of GJSD.
2. Workplace Coordinators should be prepared to work with teachers or School Coordinators, including providing company information and establishing the agenda for the day.
3. Workplace Coordinators should be prepared to begin GJSD with an introductory session for student "shadows." This will ensure that all participants can relate the shadowing experience to the overall objectives of the workplace. If possible, Workplace Hosts should also participate in this session.

The following activities and materials will prepare all participants for their unique roles in the Job Shadow experience. It is not necessary to complete all activities – select only those that best serve your goals and the needs of the participants.

The following is the suggested structure of this session:

Students arrive and are settled in a comfortable meeting place.

Orientation Session (10 minutes)
Introduction of Senior Leadership Personnel to Discuss:
> Mission of workplace: what they do
> Purpose of workplace: why they do it
> Personal note: Why is my job important to me?
> Reason they're involved in GJSD: Why I'm glad you've joined us today

Workplace Coordinator Introduction (20 minutes)
> Conducts workplace tour
> Passes out organizational chart (simplified, if necessary) to students
> Engages in brief discussion of different departmental functions

Human Resources Director Introduction (10 minutes)
> What is the role of a Human Resources Director?
> What human resources the workplace looks for
> Reason they're involved in GJSD: Why I'm glad you've joined us today

View Organization Video (if available) (10 minutes)
> Good introduction to workplace for students
> Visually reinforces comments from senior leadership
> Usually relates workplace to community and people

Suggestions for Preparation of Workplace Hosts

1. Have Workplace Hosts review "Workplace Host Guidelines."

2. Have Workplace Hosts introduce themselves. In addition to giving their names and job titles and saying why they are participating, they should talk a bit about themselves when they were the age of the students who will be visiting. Ask what kind of school they went to and what they knew about the world of work at that time.

3. Divide Workplace Hosts into three groups. Assign each group one of the following goals and ask them to brainstorm a set of activities that will make the goal concrete for the visiting students. Have the groups share their results. The goals are to provide local students with a meaningful introduction to the world of work; to give students a context for decisions about their education; and to foster positive relations between students and employees.

4. Have each Workplace Host find a partner. Have one person in each pair play the role of a student. The "student" should then interview his/her partner following the "Conducting an Interview" Worksheet. Remind the "students" to think about the age they are supposed to be. Have them ask follow-up and clarifying questions as they think the real students might. Then, in the large group, discuss questions that were easily answered and those that were more difficult. Also, identify questions that would best be answered through action or demonstration rather than an interview format.

5. Divide Workplace Hosts into small groups of four to six. Have one group member describe his/her biggest concern about working with a student for a day. The other group members may ask clarifying questions and then should work together to devise a problem-solving strategy that provides concrete action steps.

6. Divide the group in half. The first half should form a circle facing outward while the second half forms a circle around them facing inward (each person should be facing a partner). Pose a series of questions, and before they answer, ask the groups to reflect on their lives when they were the age of the participating students. Give them a few minutes to discuss their thoughts with their partners. After each question, have the inner circle take one step to the right so that everyone has a new partner. Possible questions include:
   - > What was the school like that you attended?
   - > Who were your friends at that age?
   - > Who were the most important adults in your life?
   - > Who were your heroes?
   - > What did you want to be "when you grew up"?
   - > What were your educational aspirations?
   - > What did you know about day-to-day life in the "world of work"?

7. Divide Workplace Hosts into pairs. One person in each pair will "play" himself/herself as a Workplace Host. Give the other a brief description of the student he/she will play, making sure that a variety of personalities/learning styles are represented (e.g., shy, bored easily, talks a lot, has trouble understanding abstract concepts). Have each pair role-play a brief interaction for the whole group. Discuss how you might better structure the Job Shadowing experience for each "student."

8. To understand what your career entails, student "shadows" should participate as much as possible in your job duties. In advance, review and select one of the following activities for the student to perform with you. The key to success is to have the students participate in your job in ways such that they cannot inadvertently disrupt or damage your work, while still providing a firsthand experience of your job.

Workplace Skills

Telephone Skills

> Demonstrate the correct procedure for answering phones and instruct the student on what is appropriate.

> If your job entails a significant amount of phone work, demonstrate communication skills by allowing the student to listen to a few calls on the speakerphone. Be sure to introduce your student to the caller and let the caller know that you have a "shadow." Prepare ahead a list of calls that you can make that will help the student understand your job. Before each call, explain to the student what you hope to accomplish. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

Computer Skills

> Word processing: Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo, and ask the student's opinion on how to express some thoughts.

> Spreadsheets: Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.

> E-mail: Dictate to the student an e-mail message and have him/her send it.

> Graphic software: Copy a file and have the student help you design something for a current project.

> CAD: Copy a file, then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

Skills/Equipment

> Adding machines: Prepare some calculations for the student to complete.

> Fax: Have the student send faxes for you throughout the day.

> Other: Have the student experiment with other equipment that is safe for him/her to use, such as the postal meter or copy machine.

Client/Customer Contact

> If your job requires client or customer contact, have the student observe the exchange.

Attend a Meeting

> Having a student attend a meeting with you is fine as long as it is inside the building. Before the meeting, give the student some background information so he/she better understands the conversation. It is recommended that meetings last no longer than an hour.

Prepare a Presentation

> Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student to modernize it for you or show you how to market more effectively to people his/her age. Encourage all the student's ideas.

Suggestions for Preparation of Teachers

1. Teachers should be prepared to lead the class activities that prepare students for their visit. After the visit, teachers should reinforce the learning objectives of GJSD in the classroom. Points to highlight throughout your GJSD-related classroom activities include:

   - **Relevance of Schoolwork.** An important component of GJSD is helping students understand the relevance of their schoolwork. Students will observe how English, math, problem-solving and other basic skills are used every day on the job.
   - **Necessary Workplace Skills.** Students should be introduced to fundamental, transferable workplace skills that they need to be successful in virtually any career field. Students should have the opportunity to conduct a personal assessment of these skills, observe them first-hand and develop a personal action plan based on these observations.
   - **Teamwork.** Students should be introduced to teamwork on the job and discover how it is related to success in the workplace.
   - **Connection between Learning and Earning.** Students should have the opportunity to see that a good education is the key to getting a good job, and lifelong learning is important to continued success.
   - **Introduction to Careers.** GJSD allows students to gain valuable exposure to many careers. Although the product or service might differ from one workplace to another, a variety of workplaces could provide similar opportunities. For example, public relations firms, government agencies and biotechnology firms all need accountants, project managers and writers. Up-close exposure to careers might enable students to make more accurate career decisions later in life.

2. Make contact with your Workplace Coordinator prior to GJSD. By building the bridge between the classroom and the workplace, you can help prepare students for the workplace as well as prepare the workplace for the students. Try to cover the following points:

   Information to obtain from the Workplace Coordinator:
   - > A brief description of what the organization does (request brochures or other printed material, if available)
   - > The organization's contact information
   - > What the students can expect to experience at the organization
   - > Arrangements for lunch
   - > Specific information regarding student drop-off and pick-up points
   - > Dress code and safety regulations
   - > Mutual agreement on the agenda for the day

   Information to provide to the Workplace Coordinator:
   - > A brief description of the students in the class: demographics, personal histories, those with special needs
   - > What the students are currently studying that might relate to the workplace
   - > Personal interest in chaperoning or participating in the job shadow experience
   - > Information on student's fields of interest (only if Teachers and Workplace Coordinators are planning to match students according to this specification)

3. Use "It's Off to Work They Go" Teacher Activity to ensure that students are prepared for the workplace and have completed all necessary paperwork.

Suggestions for Preparation of Students

(To be conducted by the teacher or School Coordinator)

1. Have students introduce themselves and share what careers interest them. If they don't have a specific career in mind, ask them if they have any general interests that might affect what they do when they are older.

2. Demonstrate how to introduce yourself in a business context (use your proper name, shake hands, give any important information). Pair up the students to practice, with one student playing the "Workplace Host" role. Switch roles.

3. Have students brainstorm all the places they see people at work. Try to be as inclusive as possible. Most familiarity will be with people who serve the public. Ask how much attention they pay to those people, what they think it would be like to have those jobs and what skills those jobs require.

4. Explain the definition of Job Shadowing and how it is different from just seeing people working.

5. Go through the following points, asking students to brainstorm related questions they could ask their Workplace Hosts and/or things that could be done at school or the workplace to obtain these experiences.
   > Students will observe what really happens in the "world of work"
   > Students will see how what you learn in school is used on the job
   > Students will learn what skills are needed for a job
   > Students will meet interesting people in the community

6. Divide the students into pairs. Have one of each pair interview the other about hobbies and interests, focusing on one subject that the interviewer knows very little about. After the interviews, the interviewer should describe the other person's interest or hobby to the rest of the group. Switch roles and repeat the activity.

7. Pair off the students and have one play the role of Workplace Host. Give the other a brief description of the student he/she will play. Some student roles should model good professional behavior, and others should be negative examples. Have each pair prepare a brief skit using their roles. Have the group watch all the skits and discuss how appropriate each "student's" behavior would be in the workplace.

8. Make sure that students have their Parent/Guardian Consent Form; their Medical Authorization; and all pre-site visit materials and activities, including the Resume, the GJSD Expectations Worksheet and the GJSD Career Cluster Selection Worksheet, completed before the day.

WORKPLACE COORDINATOR CHECKLIST

Task	Complete
Two to Four Weeks Before Job Shadow Day	
Review all Workplace Coordinator material	
Recruit employee volunteers who are interested in being Workplace Hosts	
Provide Workplace Hosts with materials	
Call the teacher at your assigned school to introduce yourself and exchange information	
Reserve room for orientation, lunch and wrap-up activities	
Fax information on workplace and hosts students will be paired with to the teacher at your assigned school	
After the teacher has matched students with employees, he/she will fax this information back to you for distribution	
Arrange for internal publicity of GJSD '99 through workplace newsletter, e-mail, bulletin boards, etc.	
Work with schools to determine student transportation to and from the workplace	
Arrange lunch for student participants (if agreed to)	
Prepare orientation and secure speakers (suggestions for orientation are enclosed in this packet)	
Prepare lunch activity (see suggestions in materials)	
Notify Workplace Hosts of the names of their students	
Recommended: Conduct Job Shadow Workplace Host orientation session	
Optional on-site wrap-up activity: Prepare wrap-up activity in consultation with your assigned teacher	
Job Shadow Day	
Greet students at designated entrance	
Conduct orientation session	
Supervise pairing of students with their Workplace Hosts	
Conduct lunch activities	
Optional: Conduct wrap-up activity with teacher	
Ensure that students get to their bus for departure	
Week After Job Shadow Day	
Conduct debriefing session with Workplace Hosts	
Collect Workplace Host and Teacher Evaluation Forms and mail them to the GJSD Coalition	

TEACHER ACTIVITY: IT'S OFF TO WORK THEY GO!

Teacher Activity for Preparing Students for the Workplace

You will be preparing your students for a unique insight into the world of work where they will be treated as adults and asked to participate. Whether your class is to visit a private, government or non-profit workplace, preparation is the key to the day's success.

I. Presenting the Content and Intent of the Day

It is important that students understand that the person they will be shadowing is not intended to represent their future career. The primary objective of job shadowing is to observe the knowledge and skills that are used every day on the job, and to participate in sample activities. The students should experience a tour of the entire facility and be introduced to a variety of careers.

II. Introducing the GJSD Workplace Partner

By now you should have contacted your Workplace Coordinator who should provide you with information about his organization. You have the option of discussing the information with your students or asking them to conduct their own research using the Internet or other library resources.

III. Establishing Objectives

In order to prepare for GJSD, students should:

- discover the connection between having multiple skills and succeeding in the workplace
- analyze their personal skills and aptitudes
- ready all materials and permission forms needed to participate in GJSD activities

IV. Preparation

Read through the guide. Photocopy for each student all materials, activities and forms they will be expected to complete in order to participate.

V. Personal Skills Assessment Classroom Activities

A. Presentation (5 - 10 minutes)

Explain to the students that during GJSD, they should be assigned to different employees at the workplace where they would learn about that person's job duties and associated skills. Ask the students what skills they think employers want employees to have (answers might include reading and math skills, punctuality, honesty, neatness). List their responses on the chalkboard.

Explain to the students that the workplace of today requires employees who excel at communication, actively engage in teamwork, have problem-solving abilities and continue to learn new ideas and technology on the job. To be successful in the world of work, students need to acquire these kind of skill sets.

B. Activity (10 minutes)
Tell the students that employers typically identify basic skills and qualities that they want their employees to have. Stress that the higher a student's knowledge and skills, the higher their potential earning power. Using the Personal Assessment form, have them survey themselves to determine what skills and qualities they already have and those they might want to develop for the job of their choice.

C. Discussion (5 minutes)
After the students have finished, reinforce the activity by asking how they can strengthen their skills at school, home, work, volunteer activities and extracurricular activities such as sports, band, etc.

D. Materials Review (10 minutes)
Review all other materials that students will be asked to complete before, during and after GJSD. Make sure everyone understands which pieces are critical to their being allowed to participate.

GJSD PERSONAL ASSESSMENT FORM

This survey lists skills and talents that individuals have and employees value. Read the list and assess your own strengths. Mark the box that best describes the level of your skill (1 being low, 5 being high).

Skills for Basic Job Performance

Skills	1	2	3	4	5
Resource Management. Time, money and materials are resources. You can manage them well.					
Interpersonal Skills. You get along well with others. You can work on a team, teach others, serve customers or be a leader. You can work well with people from different backgrounds.					
Information Management. You can find, interpret and communicate information. You can organize and maintain files. You can use a computer to process information.					
Systems. A system is the way things are done or organized. You can understand social business systems. You can check and correct your business performance. You can make suggestions to improve the way things are done.					
Technology. You can find and use the right tools for the job.					
Basic Skills. You read, write, speak and listen well. You know arithmetic.					
Thinking Skills. You can think creatively. You can make decisions and solve problems.					
Personal Qualities. You take personal responsibility for your work. you think well of yourself. You are honest.					

More Specific Job Skills

Skills	1	2	3	4	5
Mathematical Skills. Mathematics is one of your favorite and best subjects.					
Mechanical Skills. You understand how things work and have an aptitude for fixing things.					
Physical Strength. You are above average in physical strength, stamina and fitness.					
Patience/Perseverance. You are able to concentrate on a task for as long as it takes to get it done.					
Supervisory Skills. You can plan and work with others to help them reach goals.					
Attention to Detail. You work carefully. You are thorough and complete.					

WORKPLACE HOST GUIDELINES

The following guidelines will help Workplace Hosts plan their day before students join them in their workplace so that both they and the students get the most out of the Job Shadowing experience.

Greet Your Student

Your student should be greeted as an adult business associate, with a handshake and a warm hello.

Introduce Yourself (5 minutes)

Provide your name, job title and business card. Let your student know that you volunteered to be a Workplace Host because you think it is important for students to see firsthand the application of what they are learning in school. Encourage them to ask questions during the time you have together.

Ask to See Your Student's Resume (10-15 minutes)

Explain to your student that a resume is used by employers to gauge an applicant's education and experience. Ask to see the resume, and then use it as a conversational tool to provide an initial basis for conversation. If the student hasn't completed his/her resume, work on it together. Consider discussing the items in the following order:

Interests and Hobbies

Students are most relaxed when they are talking about something they know and aren't being "tested" by an adult. Take some time with this question. Ask your student to explain the hobby to you and why this hobby is of interest. Remember your student's answers for later in your session.

Community Service

Congratulate your student on any listed community service. Community service can accomplish three important functions in your student's life: 1) it makes his/her community a better place to live; 2) it will help him/her get into the college of his/her choice; and 3) it provides him/her with an opportunity to gain valuable job skills. Many people started their careers by volunteering.

Career Interests

Ask your student about his/her career interests. If possible, relate those interests to any careers in your workplace. Note: Your student may not know what careers interest him/her. In that case, reassure your student that finding the right career path takes time.

Job Experience

Talk about your student's job experience in positive terms. What did your student like about the job? What did he/she learn from the job? Tell your student about any jobs you held as a youth and how those early jobs helped you get where you are today.

Special skills

Briefly tell your student why the special skills he/she listed are important in the workplace. (You will have an opportunity to demonstrate and discuss skills in detail later in the morning.) Acknowledge the work your student has already done to achieve his/her skills and encourage him/her to keep adding to the list. In general, the higher your student's skills, the more he/she will earn. Tell your student of any special training in skills that you have had.

Education

This is your opportunity to encourage your student to get a good education. Reinforce that what your student is learning in school is important to earning a good living. When employers look at a resume, they look at the education level of an applicant. Tell them how much education you have completed.

Ask to See Your Student's GJSD Expectations Worksheet (5 minutes)

Your student has reviewed the learning objectives for GJSD and has ranked their importance. If your student hasn't completed this worksheet, work on it together. Discuss why the student ranked the highest three objectives. To make your student's experience memorable, remember what was important to him/her to learn. Be prepared to alter your activity plan to help the student meet his/her objectives if the opportunity arises.

Student Interview (15 minutes)

To provide more insight about your job, suggest that your student conduct an interview with you based on the "Conducting an Interview" worksheet. You can use this opportunity to help your student link what he/she is learning in school to what you do on the job. Be sure to give your student enough time to write down the answers on his/her worksheet. Answer questions thoughtfully. If appropriate, comment on any good interviewing skills your student demonstrated.

Some students may have short attention spans. In addition, there are many learning styles. To help keep your student's attention and ensure a complete learning experience, give specific examples of what you are describing; offer visual cues: memos, technology, products; and provide materials the student can safely handle and examine closely.

Break

Tell your student it's time for a 10-minute break. This is an opportunity for your student to use the rest room or visit the break room for a beverage. Remember that even during this time, the student in your care must remain supervised.

STUDENT ACTIVITY: RESUME

NAME

SCHOOL

PARENT/GUARDIAN'S DAYTIME PHONE

PARENT/GUARDIAN'S E-MAIL AND/OR FAX

Career Interests

List which careers interest you the most.

Job Experience

List three job experiences you have had. You may include baby-sitting, mowing lawns, washing cars, writing a school newspaper, etc.

DATES JOB DESCRIPTION

DATES JOB DESCRIPTION

DATES JOB DESCRIPTION

Special Skills

List what skills you already have to be successful on the job, such as computer skills, good communication, or using a calculator (see job skills on next page for more ideas).

Interests and Hobbies

List any clubs you belong to and any personal hobbies and interests you may have, such as collectible card games, computers, music, sports, video games or animals.

Community Service

List any volunteer work you have done to help your community, such as raising money for the needy, working at an animal shelter or helping senior citizens. Include work you have done through clubs such as the Boy or Girl Scouts. You may include personal giving, such as donating your money to a cause or recycling.

Education

Write the education level you have completed to date.

STUDENT ACTIVITY: GJSD EXPECTATIONS WORKSHEET

Job Shadowing is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information. Some information may be more valuable to you than other information.

Take Action!

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn today. Read through the list and decide which learning objectives are the most important to you. Rank each item 1-5, with 5 being the most important. You may give each objective its own rank; The objectives do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

What I Can Expect on Job Shadow Day	**Rank**
To see how the knowledge I am gaining in school is used on the job	_____
To see what people do all day on the job	_____
To understand what skills I need to get a good job	_____
To learn what employees receive besides a paycheck	_____
To find out more about the workplace I am visiting	_____
To see how technology is used on the job	_____
To explore some new career ideas for myself	_____
To learn how much education I will need to get the job I want	_____
To understand how learning and earning are connected	_____
_____	_____
_____	_____
_____	_____
_____	_____

STUDENT ACTIVITY: GJSD CAREER CLUSTER SELECTION WORKSHEET

NAME

SCHOOL

PARENT/GUARDIAN'S DAYTIME PHONE

Career Cluster Selection

Career clusters are broad groups of careers that share common education and skill requirements. The people who work in certain clusters also share many of the same personal attributes.

On GJSD, every student will be paired with a partner at a job site. To make your experience more meaningful, please rate your top three choices for career clusters. If possible, you should be paired with a person in one of the clusters you selected.

Instructions: Place the number of your choice next to the appropriate career cluster below. Examples of careers in these clusters are provided on the attached page.

1 = First Choice
2 = Second Choice
3 = Third Choice

_____ **Natural Resources, Environment and Agriculture**
Do you like the environment? Do you like working with plants and animals? Are you interested in physical resources such as land, water, soil and weather? Do you like to observe, learn, investigate and solve problems?

_____ **Arts and Communications**
Do you like to communicate ideas? Do you like to share information? Are you creative, imaginative and innovative? Do you like to express ideas in writing or with audio, visual or graphic media arts? Do you like to perform?

_____ **Business and Marketing**
Are you organized, accurate and self-motivated? Are you a leader? Do you enjoy organizing people and planning events? Do you like computers and business machines? Do you like creating reports? Do you like marketing things? Do you enjoy working with numbers?

_____ **Health and Medicine**
Do you like to work with people? Are you interested in helping the sick or disabled? Are you interested in promoting wellness and sharing your knowledge? Do you like new technology? Do you like to solve complex problems and keep good records? Can you stay calm in an emergency?

Human Services

Are you able to get along with a diverse group of people? Do you like serving the public? Do you have leadership ability? Are you patient and polite, yet able to make decisions? Are you dependable and hardworking?

Technology, Engineering and Science

Do you enjoy math, technology or science? Do you have the ability to be accurate, analyze data, and solve problems? Do you like designing things or drawing detailed plans? Do you like using machines and heavy equipment?

CAREER CLUSTERS

(Examples of careers within each cluster)

Natural Resources, Environment and Agriculture

Agricultural Engineer
Animal Breeder
Biologist
Farmer
Fish and Game Warden
Florist
Food Scientist
Geologist
Marine Biologist
Nursery Manager
Park Ranger
Soil Technologist
Water Conservationist
Wildlife Manager
Veterinarian/Vet Assistant
Zoologist

Arts and Communications

Actor/Actress
Advertising Copywriter
Announcer
Artist
Camera Operator
Comedian
Editor
Fashion Design
Film
Fine Arts
Graphic Arts
Journalism
Photography
Production Design
Radio
Telecommunications
Technical Writer

Business and Marketing

Accountant
Advertising Account Executive
Banker
CAD and CAM operator
Computer Science
Desktop Publishing
Distribution
Finance
Insurance
Management
Marketing
Merchandising
Paralegal
Personnel
Purchasing Agent
Real Estate
Secretary

Health and Medicine

Art/Music Therapist
Athletic Trainer
Biomedical Research
Dentist/Dental Assistant
Dietitian
Hospital Administrator
Medical Lab Technologist
Medical/Health Services Manager
Mortician
Nurse
Optometrist
Paramedic
Pharmacist
Psychiatrist
Psychologist
Radiologist

Human Services

Child Care Worker
Community Services
Educator
Firefighter
Funeral Director
Hotel Manager
Judge
Lawyer
Military Serviceman/woman
Parole Officer
Political Scientist
Postal Worker
Recreation Director
Sociologist
Travel Agent
Youth Organization Worker

Technology, Engineering and Science

Aerospace Engineer
Airport Manager
Air Traffic Controller
Anthropologist
Archaeologist
Assembler
Chemical Engineer
Drafter/Design Technician
Electronics Repair
Engineer
Machinist
Manufacturing Engineer
Optician
Physicist
Printer
Radio Dispatcher
Robotics Engineer
TV Cable Installer

PARENT/GUARDIAN CONSENT FORM

Your son or daughter has been invited to attend a Job Shadowing experience at a workplace. He or she will be assigned to an employee, a Workplace Host, who will lead him or her through a department in the workplace. They will discuss a typical workday and explore different aspects of working in a particular industry. They will then join classmates, other area students, teachers and workplace employees for a luncheon to discuss what they observed and what they learned. The student's school will provide transportation. **In order for your child to participate, this form must be filled out and returned to his or her teacher before the day of the event.**

Permission to Participate in Workplace Job Shadowing

My son/daughter, _____, may participate
NAME

in a Job Shadowing experience, which will take place at _____

_____ on _____
WORKPLACE/CITY/STATE DATE

between the hours of _____ a.m. and _____ p.m.

Permission to Travel to the Workplace

I understand that my son/daughter, _____,
NAME

will travel to the workplace under the supervision of school staff.

Photo Release

I grant the workplace permission to photograph my son/daughter,

_____, for promotional and educational purposes.
NAME

_____ _____
YES NO

MEDICAL AUTHORIZATION

In order for your child to participate, this form must be filled out and returned to his or her teacher before the day of the event.

Should it be necessary for my child to have medical treatment while participating in the Job Shadowing program, I hereby give the school district personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected by the school district personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency contact/medical history to the attending physician, or to the workplace, if needed.

STUDENT'S NAME

ADDRESS

DATE OF BIRTH HOME PHONE

DAYTIME PHONE CONTACT INFORMATION FOR PARENT/GUARDIAN

CONTACT OTHER THAN PARENT/GUARDIAN

RELATION TO STUDENT PHONE

FAMILY DOCTOR PHONE

PREFERRED HOSPITAL PHONE

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions? Please explain.

❍ I hereby agree to all of the above authorizations and permissions.

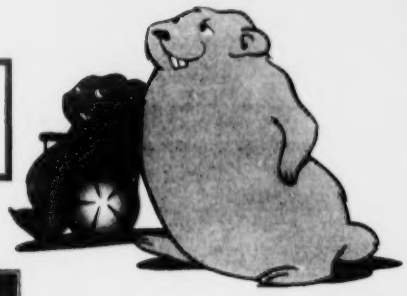
SIGNATURE OF PARENT/GUARDIAN DATE

❍ I do not wish to give a medical release.

❍ I do not wish to release my child's emergency information to any necessary medical providers or to the workplace if necessary for the medical care of my child.

SIGNATURE OF PARENT/GUARDIAN DATE

GJSD ON-SITE ACTIVITIES AND MATERIALS



STUDENT ACTIVITY: CONDUCTING AN INTERVIEW

Meet Your Workplace Host

To find out more about your Workplace Host's job, you will conduct an interview. Think about the reporters you have observed conducting interviews on the evening news. Ask your partner the following questions. Space is provided for you to construct additional questions of your own. Make sure your questions are spoken clearly, and make eye contact with your Workplace Host. Relax and smile. Write down the answers on this page.

On-site activities and materials: The following activities and materials can be carried out at the workplace during the Job Shadowing experience. These activities and materials are primarily designed to provide students with the opportunity to reflect on their experiences as they are happening, relating them to their future education, training and career development. These activities and materials can also help build stronger communication between Workplace Hosts and student "shadows."

Introductory Questions ("Getting to Know You")

1. What is your job title?

2. What are your responsibilities?

3. How do you help this workplace meet its goals?

4. What is a typical day like for you?

5. What do you like the most about your job?

6. Why did you select this type of work?

7. How much education do you need for this job?

8. Do you need more job training after you have completed your education?

Questions About Job Skills

Your Workplace Host uses many of the same skills on the job that you are learning every day in the classroom. To find out which skills are important to your Host's job, you will be asking him/her to show you examples of how the following skills are used on the job. Remember to speak clearly.

1a. Do you use reading every day on the job?

b. What grade level of reading do you use on this job?

2. How, if at all, do you use writing on the job?

3. Is math important to your job? How?

4. Do you need good listening skills for your job?

5. When do you need to use good speaking skills to get your job done?

6. Do you ever have to work in teams on your job?

7. Do you use a computer for your job? How?

8a. What kinds of problems do you solve on the job?

b. What skills do you need to solve those problems?

9. What did you learn in school that helped you the most on the job?

10. What do you wish you had studied more in school?

11. Write any questions that you would like to ask:

GJSD LUNCH SESSION

Lunch is a great opportunity to gather everyone together for a relaxed review of the day so far. Workplace Hosts might want to facilitate one of the following activities to make this time even more productive. These activities provide students with the opportunity to reflect on their experience and how it relates to their future education, training and career development. Workplace Hosts may join the students for an informal lunch. If they do, have them sit dispersed throughout the students to facilitate further discussions.

Lunch (25-30 minutes)

Suggested Menus

- Order pizza in several varieties. Pizza is always a hit at any age.
- Order box lunches, as if for a business meeting. (Tip: Keep the menus very simple, such as turkey sandwiches, chips and fruit.)
- Have the students join in the cafeteria line.

Where to Eat

- If possible, have the students eat where the employees eat.
- Students may eat in a large meeting room.
- Weather permitting, students may enjoy outside seating areas.

Lunch Activities (10-15 minutes apiece)

(Select one or more)

- "More than Meets the Eye" (see attached). Make sure to review this activity before students arrive as well as make copies of the worksheet.
- If the Human Resources person has not met the students, have him/her speak on the need for strong skills and education in the workplace. The Human Resources person can also discuss what he/she looks for when hiring and other benefits besides salaries that employees enjoy. Facilitate conversations between students and the Human Resources person about what the students learned about working in the workplace. Reinforce the message that every job in the workplace is important.
- Have a final demonstration of something the workplace does, such as a slide presentation of some projects the workplace has completed, or packages of products, or a video, if not yet viewed. Ask the students what types of jobs and what skills were needed for the workplace to be successful.
- Students may fill out their Student Reflection Activity.

- Break up the groups into tables of six to eight and give each group a pad of Post-It notes. Have each group silently brainstorm on skills needed in the workplace of today and in the future. Each person should write down these essential skills on Post-Its and put them on a large sheet of paper in the middle of the table. Participants should remain silent during the writing period, but they are encouraged to read the notes as others place them on the paper. (5-10 minutes)

- Identify when and where these skills can be acquired. Divide another large piece of paper into sections that correspond to those categories (i.e., high school, community college, four-year college and on the job). As a group, transfer the Post-Its from one paper to the other, placing them in the section where they can be acquired. If a skill belongs in more than one place, make duplicate Post-its and put them in all the appropriate sections. (10 minutes)

- Look at the paper and discuss how well the skills are grouped. (10 minutes)
  > Which skills seem to fall into their appropriate categories?
  > Which placements do not make sense to you?
  > Is there too much duplication?
  > Which skills belong in more places then they currently are?

- Rearrange the skills into a better model. Feel free to add more skills or resources to the new arrangement. Remember that the goal of this activity is to identify the need for academic and career paths that the students can discuss with parents, counselors and each other.

LUNCH ACTIVITY: "MORE THAN MEETS THE EYE" STUDENT WORKSHEET

How keen are your observation skills? One of your responsibilities today is to observe as much as possible about the work environment you are visiting. You probably observed that there is much more to a workplace than delivering a product or a service.

Use this checklist as a guide. Remember the people, the equipment, the benefits and the facilities you have seen or heard about. You will have 5 minutes to write down your observations in the column marked "Observation or Topic."

Your Workplace Coordinator will award you 1 to 3 points for each observation topic you successfully complete. At the end of the checklist, you will total your points to see how well you did.

Good Luck!

Observation Topic	**Points**
The People. The most important resource a workplace has is its people.	
Describe the clothing people wore.	
Did everyone wear the same attire?	
How did people treat one another?	
Did everyone have the same work space?	
How did people greet one another?	
How did people answer the phone?	
The Facilities. In addition to work space, companies often offer a variety of extra facilities for their employees. Which of the following did you observe?	
Lunch/break room Yes ____ No ____	
Child care center Yes ____ No ____	
Health care/first aid Yes ____ No ____	
Outside seating areas Yes ____ No ____	

Observation Topic Points

The Technology. Companies today use a variety of cutting-edge technologies.

How many computers does this workplace have? _____

What software programs did you observe? _____

What other equipment do employees use at their desks besides computers? _____

What other technology does the workplace use to make its product or deliver its services?

_____

The Benefits. To hire the best people possible, many employers offer more than a salary or hourly wage.

Does this workplace offer any of the following extra benefits? _____

Health care plan	Yes _____	No _____	_____
Dental plan	Yes _____	No _____	_____
Retirement plan	Yes _____	No _____	_____
Disability insurance	Yes _____	No _____	_____
Reimbursement for more education	Yes _____	No _____	_____
Advanced training for job skills	Yes _____	No _____	_____
Other services, such as dry cleaning or car maintenance	Yes _____	No _____	_____

Total Points

How do your observation skills rank? Total all your points to see what rank you have achieved.

0-15 points: **RANK:** New Employee
16-30 points: **RANK:** Manager
31-40 points: **RANK:** Vice President
41-50 points: **RANK:** President and Chief Executive Officer
51+ points: **RANK:** Chairman of the Board

IT'S A TEAM EFFORT: GJSD WRAP-UP SESSION

If teachers participate in GJSD, they can collaborate with Workplace Hosts to conduct the following activities on site to conclude the day's experience for students. This activity is designed to illustrate how different departments in the world of work are interrelated, and how teamwork plays an integral role in getting any job done. It will also demonstrate that every employee counts in the success of the workplace.

Materials Needed

- 30 organizational charts (provided by host site)
- 30 copies of attached worksheet
- 30 pencils

1. The teacher and the Workplace Host wrap up the day, making the following points:
   - The world of work is within reach for every student.
   - The jobs students will hold in the world of work will be as different as the ones seen here today.
   - Each job is important to the success of the workplace.

2. Ask the students: "From what you saw today, what do you think are the overall goals of this workplace?" (The answers may include the following: to make a profit, to provide a good service, to help the community, etc.). Have Workplace Hosts remind the students what the real goals of the workplace are.

3. Pass out the organizational chart to the students. Explain that an organizational chart graphically illustrates how a workplace operates: It depicts which departments report to the senior leadership or to another department. Give a specific workplace example of how this works. Break students into five groups and pass out a worksheet to each student. Before this activity, pick five departments in your workplace to eliminate – one per group. Write them on separate sheets of paper, and pass ONE department out to each group. Be sure the other groups do not see them.

4. Tell the students you have just given them the name of a department. You want them to cross out that department from the organizational chart you passed out earlier. Each group has been given a different department. Their job will be to identify what might happen if that job was eliminated from the workplace.

5. Give the groups 10 minutes to work in their groups and fill out the worksheet. Tell each group to select a recorder and a reporter. The recorder will write down the information for the group. The reporter will report back the group's answers to the class. The teacher and the Workplace Host should circulate around the room to help facilitate the group discussions and answer any questions the students have.

6. Tell the class they will have to listen to the groups' answers very carefully, as it will be the class assignment to try to guess which department was eliminated from the reporting group's organizational chart. Each reporter must be allowed to present his/her full answer before the class is allowed to guess (no interruptions). Suggest that the class refer to the organizational chart. Once the correct answer is given, the next reporter should be called.

7. Wrap up the discussion by summarizing the activity for the students:
   - It is the combined skills of all the employees that allow the workplace to operate successfully
   - Every department is key to the overall success of the workplace
   - The departments work together to successfully meet the workplace's goals

IT'S A TEAM EFFORT: STUDENT WORKSHEET

Understanding Organizational Structure

Instructions: Work with the members in your group to answer the questions below. List as many ideas as you can. Choose one recorder and one reporter. The recorder will write the group's ideas on the worksheet. The reporter will report the group's answers to the full class.

1. You have just been asked to cross out a department on the organizational chart. What did this department contribute to the workplace's goals?

2. What skills do you think were required to work in this department?

3. Which departments on the chart rely on the crossed-out department to get their daily job done?

4. Do any departments rely on the crossed-out department for their annual operating costs (the money spent on doing business, like salaries, rent, advertising, machines, etc.)?

5. What would happen to the workplace if this department did not exist?

POST-GJSD ACTIVITIES AND MATERIALS

Post-Site Visit Activities and Materials: The following activities and materials are designed to facilitate and enhance post-site visit evaluation of Job Shadow Day. These exercises will encourage students and workplace participants to fully examine their experience and build upon it personally, academically and professionally.

STUDENT REFLECTION ACTIVITY

Now that you have completed your Job Shadowing experience, take some time to reflect on what you observed today and how it might affect your plans for the future.

1. What were the title and responsibilities of your Workplace Host?

2. Which parts of the job were of interest to you?

3. Which parts of the job would you find boring?

4. Would you consider a career in this field? Why or why not?

5. What surprised you the most about what you learned, heard or observed today?

6. What knowledge and skills are you learning in school that will be used on the job?

7. What knowledge or skills do you need to strengthen to be successful on the job?

8. Did any other ideas for careers come to mind today?

CLASSROOM ACTIVITY: SAYING THANKS IS GOOD BUSINESS

Overview

The students will learn how to write a thank-you letter to their Workplace Host.

Objectives

- Students will learn how to write a business thank-you letter
- Students will convey the meaning of their day to their Workplace Host
- Students will learn that a thank-you note is always good business

Preparation

Read through the activity. Have the correct spelling and mailing address of the workplace.

Materials

- Sheets of paper
- Pens
- Large envelope and stamps

A business thank-you note shows appreciation and builds professional relationships.

Presentation (5 minutes)

Tell students that in many families and cultures, a thank-you note is the expected form of appreciation. When a family member or friend sends a gift, especially if it is long-distance, it is often considered common courtesy to send a thank-you note.

The same is true in the business world. People like to be thanked for their time and effort. Explain to the students that the Workplace Hosts were volunteers. They invested their personal time in preparing activities and demonstrating job skills because they cared about the students' futures. Yet these professionals still have to meet their own job deadlines. A thank-you note to them will show your appreciation. In addition, it builds a good relationship with the workplace so that students from your school will be more likely to be invited back for Job Shadow Day next year.

Explain to the students that, unlike the personal thank-you notes they may be used to writing, a thank-you note in business is short and focused. It is always of a professional quality (neatly written, with no grammatical or spelling errors).

Activity (15-20 minutes)

Note: This can be a classroom assignment or a homework activity.

Tell the students that each of them will be writing a thank-you letter to their Workplace Host. Tell them to use their name and the school address for a return address. They should be sure to include their Workplace Host's title in the mailing address.

The letter will be one to two paragraphs long and should include no more than three short messages, such as:

- Thank you for your time.
- The most important thing I learned was: _____
- What I enjoyed the most was: _____

They need to convey a simple "thank you" or "sincerely" as a closing, and sign their name.

When the letters are complete, they should be collected and sent in one envelope to the Workplace Coordinator for distribution.

CLASSROOM ACTIVITY: DEVELOPING YOUR PERSONAL ACTION PLAN

This post-site visit classroom activity allows students to review their observations of what skills are required for the workplace and to develop a personal plan of action for achieving future academic and career goals. Students will gain a better understanding of how academics are applied in the workplace and the importance of education to job success.

Instruct the students to bring GJSD materials back to class after the event. You may wish to make extra copies of the Student Reflection Activity and the Personal Action Plan to have on hand.

Materials

- Student Job Shadow Guides
- Student Reflection Form
- Personal Action Plan
- 30 pens or pencils

1. Tell the class that each of them had an opportunity to observe one job up close on Job Shadow Day. They were able to see what education and skills were needed at each job position. Explain that now you would like the class to share what they observed with their classmates. You want them to discover if there is any commonality between the education and skills required at different positions within a workplace.

2. Ask each class member to share the top three skills they observed that were needed for their Workplace Host's job. As each student provides the answer, develop a list on the board, or on an overhead projector. When students repeat a skill already mentioned, place a check mark after it. Soon, a common list of skills, such as reading, math, and computer skills, should develop. In addition, special job skills, required by only one or two positions in a workplace, may surface. Draw the students' attention to the common list of skills. Ask the students to see how many of those skills are included in the list of skills provided in their student guide. Reinforce the message to students that the more they develop their skills, the more opportunity they will have to obtain a good job.

3. The benefit of the GJSD is that we can learn a great deal from other people's experience. The students learned from the individual experiences of their Workplace Hosts. Now they will have the opportunity to see how the employees' experiences compare across the workplace. Ask students to refer to the wrap-up question at the end of the interview. The question is "What do you wish you had studied more in school?" Ask the students, with a show of hands:

   > How many of your Workplace Hosts said "math"?
   > How many said "reading"?
   > How many said "computer skills"?
   > What other skills or knowledge did the partners wish they had paid more attention to?

4. Remind students that they still have time to work on their education and their own personal skills inventory to get the type of job they want. They can learn from GJSD and avoid regrets later in life.

5. Tell the students they were fortunate to have an experience that allowed them to see the knowledge and skills needed in the workplace. Even though school, at times, can be quite challenging, the reward is in securing a job that is interesting and financially rewarding.

6. Explain that now they will have an opportunity to apply their knowledge of work-place skills toward planning for their own future. Ask them to turn to the Student Reflection Activity and the Personal Action Plan. Briefly describe the purpose of each of the worksheets (see below). (Please note: Omit the Student Reflection Activity if your class filled it out during lunch at the job site.)

7. Give the students 15 minutes to fill out the worksheets. Walk around the room and answer any questions students may have with regard to the education levels needed for careers or where they might obtain skills in addition to those taught in school.

Student Reflection Activity

The Student Reflection Activity is designed to help a student think through the Job Shadow experiences from his/her own perspective. It will serve as a reminder of observations made and ask the student to relate the day to future plans.

Personal Action Plan

Explain to the students that it is never too soon or too late to get the skills they need for the job they want. But they each must make a plan of action and a commitment to themselves to follow through. The Personal Action Plan is a starting point. Explain that in the business world, people set business and personal goals. Tell the students that as they fill out their Personal Action Plan, they are making both business and personal goals for their future. By establishing personal goals to increase their education level and their skills, they are making a better future for themselves.

Encourage the students to keep their Personal Action Plans in a safe place and "check in" with it in six months to see how they are doing.

PERSONAL ACTION PLAN STUDENT WORKSHEET

It is never too soon to begin planning for your future. You may already know what career you will pursue. Or you may still be looking for that special career that would be right for you. Either way, planning now for the future may become a guide to fulfilling your dreams.

A promise to yourself: Reaching any career goal takes a personal commitment. Every plan for tomorrow requires some action today. Even if you have no idea which career is right for you, it is possible to begin preparing for the world of work. Promise yourself that you will try to gain the education, skills and experience that you will need to be successful in the future.

Instructions: Fill in the questions below to develop your own Personal Action Plan.
If you know your career plans, target the specific education and skills you will need.
If you are still looking for your career path, target the broad job skills that you learned about and observed on the job.

Careers

The types of careers that interest me today are (if you don't know, write "I don't know yet"):

_____

_____

Personal goal: To find out more about these jobs, I will:

_____ Surf the Internet
_____ Research careers at the library
_____ Call the Human Resource personnel at companies or organizations
_____ Other: _____

Education Plan

Every job has a minimum education requirement. Most jobs in the future will have a two-year college requirement. Other jobs require much more education. Check how much education you want to begin your career.

_____ High school diploma
_____ 2 years of college (associate's degree)
_____ 4 years of college (bachelor's degree)
_____ 6 years of college (master's degree)
_____ 7-8 of years college (Ph.D.)

There are many ways to strengthen skills.
Consider some of the following options:

- **volunteer work**
- **joining a club**
- **practicing**
- **taking lessons**
- **getting a part-time job**
- **finding a tutor**

Personal Goal: You have already discovered that doing well in education takes some work. List two things you can do immediately to help obtain your education goal (e.g., completing all your assignments, bringing up your grades, sending college applications in on time).

1. _____

2. _____

Skills

As you observed on the job site, every job requires a minimum set of skills. Write three specific skills that you will need in the future (e.g., a musician will require the ability to read music, a computer programmer will need advanced computer training, a businessperson will require proficiency in math). Then decide how you will obtain or strengthen that skill.

Skills Needed	Ways I Can Obtain or Improve Them

Keeping Your Commitment

In the world of work, when goals are set, employees are accountable for meeting them. Make yourself accountable for getting the education and skills you need to be successful. Keep this Personal Action Plan and check it in six months. Ask yourself how you are doing? Then adjust your goals–or set new ones!–to meet your plans for the future.

WORKPLACE HOST EVALUATION FORM

Thank you for participating in Job Shadowing! Please complete this brief evaluation of your experience today and return it to your Workplace Coordinator so that he can share it with his GJSD partners and we can continue to improve the program.

Please rate the following on a scale of 1 through 6 (1 indicates that you strongly agree with the statement, and 6 indicates that you strongly disagree).

	Strongly Agree					Strongly Disagree
I was well prepared to be a Workplace Host.	1	2	3	4	5	6
Today, I gained a new perspective about my job.	1	2	3	4	5	6
I was at ease interacting with my student throughout the day.	1	2	3	4	5	6
I enjoyed my experience and would be willing to do it again.	1	2	3	4	5	6
I would recommend Job Shadowing to other employees.	1	2	3	4	5	6

For successful Job Shadowing experiences in the future, you might:

What should we continue to do?

What should we stop doing?

How could we better support you throughout your experience?

Any additional comments?

TEACHER EVALUATION FORM

Thank you for participating in Job Shadowing! Please complete this brief evaluation of your experience today and return a copy to the Workplace Coordinator so that we can continue to improve the program.

Please rate the following on a scale of 1 to 6 (1 indicates that you strongly agree with the statement and 6 indicates that you strongly disagree).

	Strongly Agree					Strongly Disagree
I believe Job Shadowing has been a worthwhile experience for my students.	1	2	3	4	5	6
I have found linkages between my curriculum and Job Shadowing.	1	2	3	4	5	6
I have found the materials supplied by the workplace useful.	1	2	3	4	5	6
I would like to participate in Job Shadowing again with future students.	1	2	3	4	5	6
I would recommend workplace Job Shadowing to other school personnel.	1	2	3	4	5	6

For successful Job Shadowing experiences in the future, you might:

What should we continue to do?

What should we stop doing?

What should we start doing?

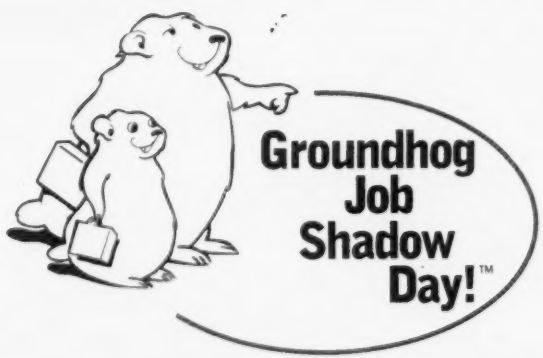
How could we better help you use Job Shadowing at your school?

Any additional comments?

National Groundhog Job Shadow Day!

participant name

In recognition for contributing to the development of the future workforce by participating in Groundhog Job Shadow Day 1999!



Dear Groundhog Job Shadow Day Participant:

Please take a few minutes to complete this survey to assist us in providing the material and information you need for future GJSD guides. Your comments and suggestions are very important to us as we strive to improve our GJSD guide. Please feel free to write or telephone us with any ideas or suggestions you may have.

Sincerely,

Serena Schorr

National Groundhog Job Shadow Day Coalition
1901 L Street, NW
Suite 300
Washington, DC 20036
(703)535-3874

Use this form to submit short descriptions of your activities, along with non-returnable- and CLEARLY LABELED-photos, samples, or news clips for possible inclusion in next year's report. **Deadline for submission is March 2, 1999.**

CONTACT PERSON

ORGANIZATION

ADDRESS

CITY/STATE ZIP

DAYTIME PHONE FAX E-MAIL ADDRESS

Briefly describe your 1999 GJSD activities below (50 words or less). Be sure to name any co-sponsors and media coverage. Please clearly print or type.

1a. Is this your first time observing GJSD? YES NO

1b. If no, how many years has your organization participated?

2. What is your primary job responsibility?

3. Which activities and materials did you find most useful and why?

4a. What additional additional activities and materials would be helpful to you in planning GJSD?

4b. Which items in question 4a would you be willing to purchase at cost?

5. Did any materials in the kit inspire certain GJSD activities?

6. What topics would you like featured in future GJSD kits?

7. Do you have a slogan(s) you would like us to consider for a future GJSD?

8. How many people attended or were reached by your GJSD activities?

America's Promise, headed by General Colin L. Powell USA (Ret.), is a national not-for-profit organization dedicated to improving the lives of our nation's 15 million at-risk youth. Founded in Philadelphia, Pennsylvania, at the Presidents' Summit for America's Future, America's Promise aims to provide every at-risk child in America with access to five fundamental resources needed in order for them to lead happy, healthy and productive lives. These resources are:

- A caring adult, role model or mentor;
- Safe places to learn and grow during non-school hours;
- A healthy start;
- A marketable skill through effective education; and
- An opportunity for young people to "give back" though community service.

School-to-Work is a national initiative jointly administered by the Departments of Labor and Education that promotes high academic standards, career awareness and choice and responsibility through hands-on learning for all students. School-to-Work encourages partnerships between businesses and educators to provide students with the skills they need to succeed in today's marketplace. By offering work-based and school-based learning and connecting activities, School-to-Work helps students gain an awareness of career fields and the education they need to help them achieve their goals.

Junior Achievement (JA) is the world's largest and fastest-growing non-profit economic education organization. Classroom volunteers from the business community teach its programs in the United States and 100 countries worldwide. Junior Achievement educates and inspires young people to value free enterprise, business and economics to improve the quality of their lives. In 1997, JA programs reached 2.7 million students.

American Society of Association Executives (ASAE) is dedicated to enhancing the professionalism and competency of association executives, promoting excellence in association management, and increasing the effectiveness of associations to better serve members of society. ASAE is made up of 23,500 members who manage leading business, professional, educational, technical, industrial and trade associations representing approximately 12,000 associations and serving more than 287 million people and companies.

The Groundhog Job Shadow Day Coalition
909 N. Washington Street, Suite 400
Alexandria, VA 22314
(703)535-3874
www.jobshadow.org

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